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ABSTRACT

This booklet is one of five in the Peace Corps (PC) Programming and Training Guidelines collection that provides agency-wide programming and training guidance for PC staff and project partners, including advice on how to integrate the PC's cross-cultural goals into programming and training. Following an introduction, Section 1 describes the PC's three goals and how they are reflected in the work of the PC. The following are the three goals: (1) to help the peoples of interested countries and areas meet their needs for trained men and women; (2) to help promote a better understanding of the American people on the part of the peoples served; and (3) to help promote a better understanding of other peoples on the part of the American people. Section 2 provides ideas on how to ensure that the second and third goals are addressed throughout the service of the PC volunteer. It covers these areas of programming and training: guidelines for volunteers, project design, site development and placement, volunteer training, project implementation, and monitoring and evaluation. Section 3 explores activities and resources that staff and volunteers can use to achieve the second and third goals, both during and after service. Appendixes include a list of 15 related materials, acronyms, a glossary, and an index. (YLB)

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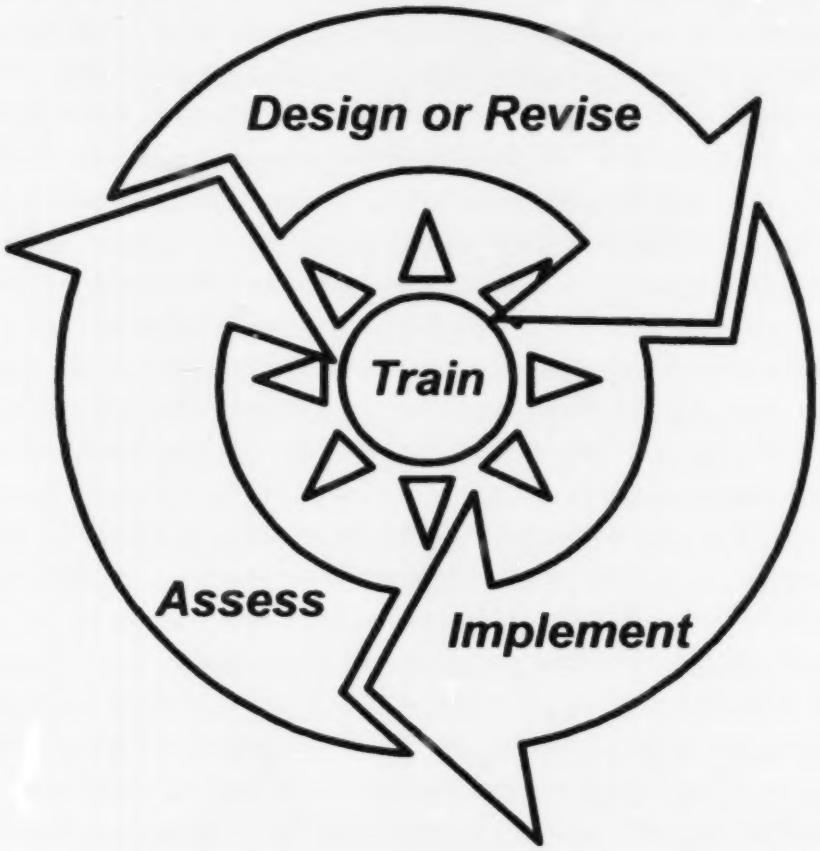
Programming and Training

Booklet 3

How to Integrate Second and Third Goals into Programming and Training



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Programming and Training
Booklet 3
How to Integrate Second and Third Goals into Programming and Training

Peace Corps

November 2001

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Preface

The Peace Corps Programming and Training Guidelines is composed of 6 Booklets. The booklets provide agency-wide programming and training (P&T) guidance for Peace Corps staff and project partners.

Booklet 1: Programming and Training: The Basics is an overview of the Peace Corps' approach to P&T.

Booklet 2: How to Design or Revise a Project offers a step-by-step approach for designing or revising a project, beginning with analyzing the situation in a country and ending with a complete project plan.

Booklet 3: How to Integrate Second and Third Goals Into Programming and Training provides ideas on how to integrate the Peace Corps' cross-cultural second and third goals into programming and training.

Booklet 4: How to Assess a Project shows how to design and implement a monitoring and evaluation plan.

Booklet 5: How to Implement a Project provides guidance, tips, and tools to use in implementing a project including information on site development, how to train and support Volunteers, and the agency's planning and budgeting system.

Booklet 6: How to Integrate Programming and Training offers guidance on how to effectively develop training that supports programming goals.

The Peace Corps first developed agency guidelines for programming and training through the production of the Programming and Training System (PATS) in 1990. In response to feedback from posts, numerous field and headquarters staff revised and updated the publication. The Peace Corps gratefully acknowledges the contributions of everyone who participated in the development and production of this manual.

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Introduction

This booklet provides specific ideas on how to integrate the second and third goals of the Peace Corps into the work of all Volunteers. Associate Peace Corps directors (APCDs), project managers, training staff, host-country partners, and anyone else who works with Volunteers will find this booklet useful.

In order to accomplish all three goals, Volunteers must understand and appreciate the culture of their host country as well as their own. Cultural exchange is an integral part of the transfer of knowledge and skills and its impact is truly life changing for both host-country community partners and for Volunteers. Much of the work of Peace Corps staff at posts entails fostering an environment that supports and encourages cultural exchange.

Traditionally, second and third goal activities were assumed to take place primarily through secondary projects. Due to the integration of community outreach activities into project plans, second and third goal activities are no longer separate or additional activities. This booklet emphasizes the importance of all Volunteer activities taking place in the context of a two-way cultural exchange.

About this Booklet

This booklet contains:

- An explanation of the Peace Corps' three goals
- Ideas on how to integrate second and third goals into project design, training, implementation, monitoring, and evaluation
- Specific resources that support integrating second and third goals into programming and training

This booklet is organized in three sections.

1. The first section describes the three goals and how they are reflected in the work of the Peace Corps.
2. The second provides ideas on how to ensure that second and third goals are addressed throughout the service of the Peace Corps Volunteer (PCV).
3. The last section explores activities and resources that staff and Volunteers can use to achieve the second and third goals.

The Impact of the Second and Third Goals

The Peace Corps truly fulfills its three goals and in doing so has helped build a culture of peace. For peace is not only the absence of war, it is also the reduction and eradication of hunger, poverty, social injustices, and inequality. For the last 38 or so years, Volunteers in Jamaica have worked at all levels from grass–roots to policy–making, but most importantly they have touched the lives of all kinds of Jamaicans. The exchange of knowledge and skills and the personal friendships formed and bridges built cannot be underestimated.

–Beverly Jobson,
Supervisor/Counterpart
Pollyground,
St. Catherine, Jamaica

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The Three Goals

The mission of the Peace Corps is to promote world peace and friendship through three goals. As stated in the original Peace Corps Act, the goals of the agency are:

1. To help the peoples of interested countries and areas in meeting their needs for trained men and women;
2. To help promote a better understanding of the American people on the part of the peoples served; and
3. To help promote a better understanding of other peoples on the part of the American people.

The first goal refers to American Volunteers contributing to social and economic development in their host countries. The second and third goals refer to mutual cultural exchange. These goals are based on the concept that for development and peace to occur, people of different cultures must understand and respect each other's cultural differences. When the Peace Corps began in the 1960s, this was a new approach to international development and diplomacy. It developed as a reaction to World War II and the Cold War. When Sargent Shriver wrote to President Kennedy about how the Peace Corps should be organized, he stated:

> *"It is important that the Peace Corps be advanced not as an arm of the Cold War but as a... genuine experiment in international partnership... if presented in this spirit, the response and the results will be immeasurably better."*[1]

The Peace Corps founders believed that sharing skills *and* cross-cultural understanding would create long-term benefits for the United States and the rest of the world.

All three goals are closely interrelated—it is difficult to fulfill one without being successful in the other two. The experience of 40 years has taught that for Volunteers to help meet host-country needs for technically trained individuals, they must also understand the host-country's culture and share their own culture with host-country nationals. For some Volunteers, what they learn and share about both cultures is as important as success in the technical side of their service. When Volunteers return, the United States is enriched because of their service. The impact of the over 155,000 Returned Peace Corps Volunteers (RPCVs) sharing their broader understanding, experiences, skills, and commitment has come to be known as the *domestic dividend*.

The challenge is to keep all three goals in mind as projects are designed and implemented. The three goals will take on varying levels of importance at different stages of a Volunteer's service.

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1 Rice, Gerald T. The Bold Experiment: JFK's Peace Corps. Notre Dame, Indiana: University of Notre Dame Press, 1985, pg. 258.

Programming and Training

A Volunteer's success in achieving any of the Peace Corps' goals depends on several factors, including the overall design of their project, the site at which they are placed, and the training they receive. Of utmost importance, however, is the attitude that Volunteers bring to their jobs and communities. The following guidelines for Volunteers were produced by PC/Nicaragua to foster open cultural exchange in support of the three goals of the Peace Corps.

Guidelines for Volunteers

DO...	DON'T...
help them do it themselves and learn.	do things for people.
respect local knowledge, values, traditions, and ingenuity. Treat them as building blocks, not impediments.	assume people should do things the way we do them in the United States. What works for us may not work for them.
establish realistic expectations about the type and amount of progress that can be achieved within a given time frame.	try to push people beyond a pace and scale that exceeds their technical and managerial capability.
establish a relationship based on a partnership approach in which both learn from each other.	establish a relationship based on your being more knowledgeable or otherwise superior.
introduce appropriate tools and develop the capacity to operate and maintain them locally.	introduce tools that only you can operate and maintain.
evaluate your contribution on the progress people make in improving their productive capability.	evaluate your contribution on how much material and economic progress you personally promote and get credit for.
assume a leadership style that promotes the concept that when the task is done the people say, "We did it ourselves."	assume a leadership style based on an authoritative, forceful approach.

Staff at post and host-country partners play a unique support role as Volunteers carry out all three goals. The following describes ideas and activities that address the second and third goals at various stages of project management.

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Project Design

Project design begins with a situation analysis or needs assessment. During the assessment important information is gathered about places, people, and the local culture. Consider all of these factors when defining a project's purpose, goals, and objectives. For example, an Associate Peace Corps Director (APCD) may determine that community members gathering at a well may be an important source of social interaction. In this case, it may be better to design a project that improves public water taps rather than one that promotes private water taps in homes.

Site Development and Placement

The quality of a site can make the difference between a Volunteer who struggles and perhaps ends their service early, and a Volunteer who completes their service, leaves the community a better place, and carries a great experience home. Consider cultural factors, including the community's receptiveness to the Volunteer, the opportunity for meaningful work, and the openness to share cultures when selecting sites to place Volunteers.

Consider the following when developing projects, selecting sites, and placing Volunteers:

- Identify cultural and social factors that could potentially influence the results of the project and describe these factors in the Situation Analysis section of the project plan.
- Share with Volunteers and community partners how this particular site, Volunteer, and project fit into the project's purpose.
- Emphasize to Volunteers that maintaining a commitment to a community is as critical as maintaining a commitment to the project.
- Educate and train supervisors and other community partners on the cultural aspects of their relationships with Volunteers and on all three of the Peace Corps goals. This can be done during initial site visits and throughout a Volunteer's service. Several Project Status Reports have mentioned that the initial site visit is a critical event that often requires two to three days of intensive work by the APCD or program manager.
- Develop relations with viable and motivated agencies, supervisors, and counterparts who are open to cultural exchange.
- Look for meaningful work opportunities that provide interaction with local communities in the local language.

Creating Opportunities

Getting Volunteers involved in their communities has been a challenge for several projects, particularly in the Education sector. Often when Volunteers are assigned to one entity (such as a school), they are restricted from working with other groups. The Environment Awareness Project *in Jamaica that works with schools requires all school principals who request Environmental Promoters must allow the Volunteer to have a community focus. This eliminates the conflict that may develop because of the tendency of some principals to require PCVs to operate solely within the confines of the school."*

–Jamaica Environmental Awareness Project, 1999 Project Status Report

- Where appropriate, introduce Volunteers and communities to each other in culturally appropriate ways. In addition, prepare Volunteers to introduce themselves and the Peace Corps in their communities in culturally appropriate ways.
- When developing sites for Volunteers, emphasize to communities and host families the importance of cultural exchange and understanding for Volunteer's safety, security, and health.

Volunteer Training

To be effective, Volunteers need to transfer skills in culturally appropriate ways. Critical to a Volunteer's training are cross-cultural sessions that take place throughout the Volunteer's service, including Pre-Service Training (PST) and In-Service Training (IST) events, conferences, and various workshops.

Training that addresses the second and third goals includes building Volunteers' skills in understanding and functioning in their new culture in addition to understanding their role in development. Many of these skills are emphasized in *Culture Matters* (ICE number T0087) and *Culture Matters Training Guide* (ICE number T0103). These publications encourage the on-going and self-directed learning of local cultures. Training should also include skills on observing, listening to, and learning from others. These skills are key to becoming effective development workers.

Training for the second and third goals is more effective if it is integrated into all aspects of training. Much of this training is through self-directed discovery at site. Volunteers and trainers can then use Volunteer experiences for discussion and reflection at ISTs or early service conferences. The following is an example of how cross-cultural training is integrated into technical training for Health Volunteers. For a more complete discussion, sample curriculum, and training sessions see *A New Beginning: The Child Health Manual* (ICE number T0102).

The Volunteer's Role In Development

Best practices from the three Peace Corps regions indicate that the following topics should be emphasized in training to help Volunteers understand their roles as development workers:

- *Overview of sustainable development theory and practice*
- *History and present focus of development in the country*
- *History of the Peace Corps in the country*
- *Overview of project plans and Volunteer tasks*
- *Review of site specific development history and ongoing needs*
- *Role of the Volunteer as a facilitator and capacity builder*

Sample Integrated Technical Sessions for Pre-Service Training for Health Volunteers

Introduction

In addition to being familiar with the basics of child health, Volunteers need the skills necessary to become accepted by their community. The exercises in this section are meant to complement the information presented in the section on Fundamentals of Child Health to prepare Trainees to become effective child health Volunteers.

Summary of Sessions

Session 1: *Why is it Important to Work with the Community?* establishes why community involvement in and support of a Volunteer's health activities is so important, and identifies why Volunteers sometimes fail to get such involvement.

Session 2: *Getting Involved in Your Community* helps Volunteers discover how they can become more integrated into the life of their community.

Session 3: *Establishing Credibility in Your Community* discusses how important it is that Volunteers show that they know what they are doing and understand how the community functions prior to starting to work.

Session 4: *Working with Counterparts and Community* explores different styles of working with host-country nationals and discusses the advantages and disadvantages of each.

Session 5: *Cross-cultural Critical Incidents* examines some of the typical cross-cultural situations that Volunteers encounter.

Here are additional ideas on how to integrate the second and third goals into Peace Corps training.

- Collaborate with other Peace Corps staff and trainers to prepare Volunteers in the technical, cultural, and development aspects of their job.
- Include host-country agency partners and community partners in the planning and implementation of Pre-Service Training and In-Service Training.
- Identify competencies for both project and living skills needed to carry out the projects.
- Develop and implement a strong and on-going language-training program that stresses that language acquisition is key to cross-cultural sharing.
- Evaluate the effectiveness of training annually with programmers and trainers. Review competencies for both technical skills and living skills.

- Encourage Volunteers to develop action plans that outline the ways they plan to learn about their new culture, share their own culture at their sites, and share what they are learning from their new culture with people in America.
- Provide opportunities for Volunteers to learn about World Wise Schools and develop a *Portfolio* during PST. (See the Resources section of this booklet for a description of these resources.)
- Ensure that the *Role of the Volunteer in Development* (ICE number T0005) is integrated into technical training.
- Integrate the book *Culture Matters* (ICE number T0087) into technical, health, and safety training sessions.
- Integrate experiences and information about culture into technical sessions. See *A New Beginning: The Child Health Manual* (ICE number T0102) for examples of integrated training sessions.
- Provide time for trainers to visit Volunteer sites in order to understand the culture of sites as they prepare for and facilitate training.
- Use the Close of Service (COS) conference to provide an opportunity for Volunteers to identify the job, living, and cultural exchange skills developed during Peace Corps service.
- At COS help Volunteers develop action plans that outline specific ways they plan to share their experiences when they return to the United States. Also discuss what activities they may want to accomplish while they are still in-country (such as collecting small handicrafts, taking slides, and keeping notes on customs).

Project Implementation

While implementing a project keep in mind the effect that cultural exchange has on the success of a project. Continue to discuss the integration of development and cultural exchange with Volunteers. Below are several ideas on how to emphasize the second and third goals during project implementation.

- During training events, site visits, and sector meetings, model appropriate cultural sharing and working together with host-country agency representatives.
- During site visits, coach Volunteers on how to develop appropriate approaches to integrating cultural exchange with development activities.
- During site visits, discuss cultural experiences and exchanges with community partners and supervisors.

- During site visits, record specific observations of positive cultural exchanges and provide feedback and reinforcement for such behaviors.
- During IST events, develop specific sessions related to cultural exchange or allow opportunities for cultural exchanges to occur between host-country nationals.
- During staff retreats, conduct sessions regarding cultural exchange and development in order to support the integration of first, second, and third goal activities.

Informal Learning

During an IST in Mozambique, Volunteers and their counterparts, along with host-country and American staff members, held informal fogueiras *or nighttime fireside discussions on topics of their choosing. Topics included American and Mozambican diversity, history, and different cultural aspects. Based on the active participation, staff members felt that these informal sessions were highly effective.*

Monitoring and Evaluation

P&T Booklet 4: How to Assess a Project explains how to plan and conduct monitoring and evaluation (M&E) when assessing first goal objectives. Use the same process to assess second and third goal activities. This assessment process entails:

- Articulating clearly and in measurable terms the second and third goal outcomes or results that are expected.
- Formulating the monitoring and evaluation questions to be answered.
- Identifying relevant and feasible indicators that answer the monitoring and evaluation questions.
- Collecting the needed data through appropriate methods and tools.
- Analyzing and interpreting the data.
- Using the results.

Use the *Monitoring and Evaluation Planning Worksheet* in *P&T Booklet 4* to help organize the process.

Participants at the Southern Africa Sub-regional APCD Workshop in 1999 found the *Monitoring and Evaluation Planning Worksheet* a useful tool for achieving consensus on what and how to evaluate second and third goal activities and outcomes. The following page shows a partial example.

Partial M&E Plan for Assessing Second and Third Goals

Second Goal, Expected Outcome: Host-country nationals will have a greater awareness of America and its diverse people.

M&E Question: To what extent do host-country nationals have a greater awareness of America as a country and its diverse people?

Indicators: Decrease in the number of host-country nationals expressing expectations based on stereotypes or misunderstandings (such as expecting African-American Volunteers to learn languages more quickly). Increase in the number of host-country nationals able to speak about America's diverse people.

Methods of Data Collection: Individual interviews, community meetings with host-country nationals, workshops with host-country nationals, document review of Volunteer journals, and Volunteer, counterpart, and supervisor reports.

Use of Information: Training design for both PST and IST, site development, and reporting project progress to host-country agencies and Peace Corps headquarters.

Third Goal, Expected Outcome: Volunteers are able to present or share information about aspects of their host country in addition to their specific site and project.

M&E Question: To what extent are Volunteers able to present or share information about aspects of their host country, their specific site and project?

Indicators: Number of Volunteers who can conduct presentations on cultural topics during ISTs and COS, number of Volunteers who have written lesson plans to use after returning home, number of Volunteers who present or discuss a wide range of information about their country of service.

Methods of Data Collection: Observation and reflection sessions at ISTs and COS, discussions with Volunteers, document review of Volunteer journals, and Volunteer quarterly reports.

Use of Information: Training design for PSTs, ISTs, and COS, reporting project progress to host-country agencies and Peace Corps headquarters.

Here are additional ideas for monitoring cross-cultural exchanges and understanding.

- During early service conferences, sector meetings, and ISTs ask Volunteers and community partners what they have learned about each other's culture and how this enhanced or hindered their work.
- On quarterly reports, ask specific questions about cultural issues and integration of the Volunteer in the community. Ask for specific cultural events Volunteers have attended or participated in within their communities.
- During the Close of Service conference, ask Volunteers to reflect on their cross-cultural experiences and how those experiences might impact their future.
- Ask Volunteers to voluntarily share portions of their *Portfolio* with staff prior to departure. (See the Resource section of this booklet to learn more about *Portfolios*.)

Resources

Here are some ideas and resources that can help promote Peace Corps' three goals.

During Service

Small Project Assistance

The objective of the Peace Corps Small Project Assistance (SPA) program is to enhance the capability of communities to conduct low-cost, grass-roots, and sustainable development activities. The SPA program combines the technical knowledge and skills of Peace Corps Volunteers with the financial resources of the United States Agency for International Development (USAID) to help communities help themselves.

The SPA grant program is a financial resource available to communities for development activities at the local level. Once communities have identified their needs, Volunteers, working in a facilitative role with local Counterpart groups, can access SPA funds for use in their primary Peace Corps project area or in a non-project area. Together, the Volunteer and the community group prepare a SPA grant proposal for review and consideration by the post-level SPA Committee.

Peace Corps Partnership Program

This program links U.S. contributors with overseas communities. Requirements to receive assistance from the Partnership Program include the following:

1. A community designs a project and provides a portion of the costs, with the remainder requested from U.S. contributor(s).
2. There is a cultural exchange between the community and contributor(s) who are often a school, church, or community group.

The Partnership Program process begins with a request for a specific donation by the Volunteer to their Country Director.

For more information, contact pcpp@peacecorps.gov.

World Wise Schools (WWS)

WWS shares the Volunteer experience with U.S. teachers and students through correspondence with currently serving Volunteers and classroom visits by returned Volunteers.

Components of the WWS program include:

1. A Volunteer is matched with a U.S. classroom or group. The Volunteer communicates with the classroom or group about their life and work in the host country as well as other aspects of the country.
2. A WWS in-country liaison is designated to address problems that may arise.
3. *Destination* video series and accompanying teacher guides are available through the World Wise Schools page of the Peace Corps Web site www.peacecorps.gov/wws/.
4. Other learning modules and on-line resources for teachers are available on the WWS page of the Peace Corps Web site www.peacecorps.gov/wws/.

Volunteers should check with their Country Director to learn who the WWS in-country contact is at post. This contact person provides up-to-date information and can explain how Volunteers can access WWS material at post. Volunteers are encouraged to sign up at any time and can be matched to more than one educator if desired.

For more information, contact wwsinfo@peacecorps.gov

Peace Corps Day

Peace Corps Day is held every year on March 1. Thousands of RPCVs visit U.S. classrooms to share their experiences of living and working with people around the world. At the same time, currently serving Volunteers carry out activities in their communities to raise local awareness of the Peace Corps and the role it has played in the host country. This awareness can have a positive impact on local safety and security issues, and can tie in well with other initiatives such as International Women's month. All staff and Volunteers are encouraged to plan special events for Peace Corps Day. Volunteers sometimes coordinate activities with their WWS teachers and participate in overseas phone calls with students in the United States.

For more information, contact pcday@peacecorps.gov.

Newspapers and Journals

With approval from their Country Director, Volunteers can share stories and photographs of their Peace Corps experience with others through letters and articles printed in newspapers and journals. The Office of Communications at the Peace Corps/headquarters, is always looking for stories from Volunteers. The office uses stories in

publications like the *Peace Corps Times* and the annual Office of Domestic Programs mailing sent to all RPCVs. Volunteers and staff are encouraged to share their stories and send clippings to the Office of Communications. There are several ways to submit stories. Stories can be sent by visiting www.peacecorps.gov/rpcv/story-submit.cfm or sending e-mailing to pctimes@peacecorps.gov.

Personal Communication

Correspondence between Volunteers and their friends and families, in addition to being an important support mechanism, furthers cross-cultural understanding in a very personal way. The Kennedy Library in Boston maintains an archive of Peace Corps Volunteer memories.

For more information, contact the National Peace Corps Association at www.rpcv.org/

Cultural Events

Volunteers are frequently asked to participate in weddings, funerals, religious, and other cultural events in their communities. Participating in such events increases the Volunteers' understanding of the host-country's culture and values. Frequently such events provide opportunities for discussion about differences and similarities of cultures and open the door for greater understanding. Photos, letters, and articles can help capture this exchange.

Take our Daughters to Work Day

Take our Daughters to Work Day is celebrated in over 20 countries worldwide. It is part of the International Women's Day celebrations in the month of March. In recognition of women's career opportunities, girls are linked with professional female mentors.

After Service

Returned Volunteer Services

The Peace Corps Returned Volunteer Services (RVS) provides career, educational, and re-entry related assistance and information to more than 3,500 Peace Corps Volunteers returning to the United States each year. Through materials, Close of Service conferences, and carefully planned workshops and programs, RVS educates current and returned Volunteers on how to share the skills learned in the Peace Corps with employers and co-workers in the United States. RVS strongly encourages a self-directed job search approach. RVS also works with employers to assure that the skills and experiences gained or developed during Peace Corps service are valued and utilized in the United States.

RVS also provides materials and guidance to overseas posts for COS. RVS produces the *Career Resource Manual, Returned Volunteer Handbook, Senior Volunteer Kits* (for Volunteers over the

age of 50), and *Peace Corps Odyssey: The Voyage Home*. These are Peace Corps' books on reverse culture shock, and include many of the career and life planning issues Volunteers have after leaving service. Through the Career Center in headquarters, or the regional recruiting offices around the U.S., RPCVs can access career and transition information at any time after their service.

Hotline Bulletin

RVS publishes the *Hotline* twice a month for RPCVs in the United States. The *Hotline* contains announcements from employers and educational institutions interested in hiring RPCVs or enrolling them in educational programs. The front page contains an article related to career, educational, or reverse culture shock activities. The article is complemented with useful resources for further information on the subject.

Career Information Consultants Program

RVS maintains a directory of hundreds of RPCVs who have generously offered their assistance to other RPCVs looking for information about careers or specific employment opportunities. The RPCVs participating in this program are listed in a directory produced by RVS called *Career Information Consultants*.

For more information contact RVS by phone: 202-692-1430, by fax: 202-692-1431, or at rvsinfo@peacecorps.gov.

Fellows/USA Program

The Fellows/USA Program offers RPCVs the opportunity to integrate their Peace Corps experience with academic degree programs and, at the same time, make a difference in communities at home. Through the Fellows Program, RPCVs are eligible to receive scholarships or reduced tuition in advanced degree programs at colleges and universities that participate in the program. In return for these education benefits, Fellows commit to work for two years in an under-served community as they pursue their academic degree.

The Fellows' community work often offers RPCVs the opportunity to apply the skills they acquired while serving overseas as Volunteers. For example, they teach in public schools, work in public health facilities, and contribute to community and economic development projects. In addition to scholarships or reduced tuition, the Fellows Program helps returned Volunteers take what they have learned overseas and use it to build a better future. Whether they are recently returned from service, thinking about a career change, or have been out of service for a long time, all RPCVs are eligible for the benefits of the Peace Corps Fellows Program.

For more information, contact the Fellows Program by phone: 202-692-1440, by fax: 202-692-1421, or at fellows@peacecorps.gov.

Crisis Corps

The Crisis Corps is a program that allows RPCVs and Peace Corps Volunteers who are completing their tours to provide short-term assistance to countries that have experienced a natural disaster or humanitarian crisis. Through their Peace Corps experience, Volunteers have acquired the language, technical, and cross-cultural skills necessary to make an effective contribution in a challenging environment.

Crisis Corps Volunteers re-enroll in the Peace Corps for short-term assignments of up to six months. Typically, a three-month commitment is required. Crisis Corps projects are identified through consultations with host-country governments, non-governmental organizations, relief agencies, and other development agencies.

For more information on specific assignments, qualified RPCVs should contact the Crisis Corps by phone: 1-800-424-8580, ext. 2250 or at crisiscorps@peacecorps.gov.

Examples of Crisis Corps Disaster Relief:

Post Hurricane Reconstruction in Antigua

After Hurricane George hit Antigua in September 1999 damaging or destroying 2,000 homes, Crisis Corps Volunteers were requested to work with the Antiguan National Office of Disaster Services. The Volunteers have helped rebuild homes using hurricane-resistant construction methods.

Post Hurricane Reconstruction in Nicaragua

After Hurricane Mitch devastated Honduras and Nicaragua, Crisis Corps Volunteers were assigned to local and U.S. non-governmental organizations (NGOs) working in Jinotega, Matagalpa, and Nueva Segovia. Their projects included crop rehabilitation and soil conservation, health education, and housing reconstruction.

An Example of Crisis Corps Humanitarian Response:

Refugee Relief in Guinea

Working with the American Refugee Committee, the International Rescue Committee, and the World Food Program in 1999, Crisis Corps Volunteers worked with refugees from Liberia and Sierra Leone in the forest region of Guinea. Projects included income generation and microenterprise development projects with women, school well construction, monitoring Food for Work and school lunch programs, and health education.

Peace Corps Day (In the U.S.)

Since 1961, more than 163,000 people have served in 130 countries around the world as Peace Corps Volunteers. Each year on March 1, this tradition of service is celebrated as Peace Corps Day. Thousands of RPCVs share the knowledge and insights gained from their overseas experiences with their communities in the United States.

Historically, the focus of Peace Corps Day has been to encourage RPCVs to speak in classrooms, giving students exposure to everyday life in other parts of the world. Another goal is to make U.S. communities aware of the educational resources that are available throughout the year from the Office of Domestic Programs and the RPCV groups.

Individuals are encouraged to develop events with their local groups and to keep the Office of Domestic Programs apprised of their plans. Events are also organized at the Peace Corps/headquarters to involve staff and local school children. In 2001, 6,000 returned Volunteers and educators took part in Peace Corps Day to reach nearly 400,000 students. The possibilities for outreach are countless.

For more information contact domestic Programs by phone: 202-692-1961; by fax: 202-692-1421; or at pcday@peacecorps.gov.

Returned Volunteer Groups

Returned Peace Corps Volunteers (RPCVs) can stay involved through a nationwide network of approximately 140 RPCV organizations and Country of Service groups.

These organizations can assist newly returned Volunteers with readjustment and job search issues. They provide a ready-made job network of people in different fields.

Some groups consist of RPCVs in a given region or city, while other groups are national in scope, consisting of RPCVs who served in the same country. Although RPCV groups are as diverse as the returned Volunteers who organize them, membership gives a sense of shared service and common experience.

Throughout the country, RPCVs in these organizations are helping build homes for the homeless, delivering food to the needy, and cleaning up parks and highways. Many are serving as mentors and tutors for children, while others are using their language and cross-cultural skills to assist refugees and immigrants.

Many of these organizations are affiliated with the *National Peace Corps Association*, which is the focal point for a growing network of individual RPCVs and RPCV groups.

The NPCA and all of the individual RPCV groups and resources mentioned here are private efforts and independent of the Peace Corps.

For more information, visit www.rpcv.org

Appendix

Materials Related to Second and Third Goals

- ***Hotline*** (Office of Returned Volunteer Services)
- ***Culture Matters*** (ICE number T0087)
- ***Culture Matters Training Guide*** (ICE number T0103)
- ***The Exchange*** WID newsletter (The Center for Field Assistance and Applied Research)
- ***COS Training Kit*** (The Center for Field Assistance and Applied Research)
- ***Free and Reduced Rate Periodicals for Volunteers*** (ICE number E007)
- ***Career Resource Manual*** (Office of Returned Volunteer Services)
- ***The Returned Volunteer Handbook*** (Office of Returned Volunteer Services)
- ***Peace Corps Odyssey: The Voyage Home*** (Office of Returned Volunteer Services)
- ***Promoting Powerful People*** (ICE number T0104)
- ***Community Content-based Instruction*** (ICE number M0056)
- ***Tools for Community Participation: A Manual for Training Trainers in Participatory Techniques*** (ICE number WD084)
- ***Supervisor/Counterpart Training Manual*** (ICE number T0121)
- ***Gender and Development Training*** (ICE number M0054)
- ***Role of the Volunteer in Development*** (ICE number T0005)

Acronyms

AA	Assignment Area
AF	Africa Region
AID	Agency for International Development
ALO	Administrative Liaison Officer
AO	Administrative Officer
AOT	Administrative Officers Training
APCD	Associate Peace Corps Director
APCMO	Area Peace Corps Medical Officer
AWOL	Absence Without Leave
BIT	Budget Implementation Team
CAO	Chief Administrative Officer
CBT	Community-Based Training or Computer-Based Training
CCBI	Community Content Based Instruction
CD	Country Director Or Community Development
CDA	Country Desk Assistant
CDO	Country Desk Officer
CDU	Country Desk Unit
CHOPS	Chief of Operations
COLA	Cost of Living Adjustment
COS	Close (or Continuation) of Service
COTR	Contracting Officer's Technical Representative
DOS	Department of State or Description of Service
EEO	Equal Employment Opportunity
EMA	Europe, the Mediterranean, and Asia
ET	Early Termination
FAD	Field Assistance Division
FSN	Foreign Service National
FTE	Full Time Employee
GAO	General Accounting Office
GO_	Government Of _____
GPO	Government Printing Office
GSO	General Service Office
GTR	Government Travel Rates
HCA	Host Country Agency
HCN	Host Country National
HOR	Home of Record
HQ	Headquarters
HRM	Human Resource Management
IAP	Inter-America and the Pacific Region
ICE	Information Collection and Exchange
IFO	International Financial Operation
IG	Inspector General
IP	Individual Placement

IPBS	Integrated Planning and Budget System
IRM	Information Resources Management
IST	In Service Training
KAR	Key Agency Resources
LCP	Local Compensation Plan
LQA	Living Quarters Allowance
LWOP	Leave Without Pay
M&IE	Meals and Incidental Expenses
MED SEP	Medical Separation
MOA/U	Memorandum of Agreement/Understanding
MOU	Memorandum of Understanding
MS	Manual Section or Medical Services
MSI	Meritorious Step Increase
NGO	Non-Governmental Organization
OF-XXX	Optional Form number XXX (as in OF-206)
OJT	On the Job Training
OMB	Office of Management and Budget
OPM	Office of Personnel Management
OPMAN	Operations Manual
OSD	Overseas Staff Development
OST	Overseas Staff Training
P&T	Programming and Training
PASA	Participating Agency Support Agreement
PDM	Project Design and Management
PBR	Periodic Budget Review
PC/W	Peace Corps Washington
PCMO	Peace Corps Medical Officer
PCMS	Peace Corps Manual Section
PCT	Peace Corps Trainee
PCV	Peace Corps Volunteer
PCVC	Peace Corps Volunteer Coordinator
PDO	Pre-Departure Orientation
PLU	Program Learning Unit
PO	Personnel Officer or Programming Officer
PO	Purchase Order
POV	Privately Owned Vehicle
PPA	Planning And Policy Analysis
PR	Procurement Request
PSC	Personal Services Contractor
PSD	Program Support and Development
PSR	Project Status Report
PST	Pre-Service Training
PTA	Programming and Training Advisor
PTLO	Programming and Training Liaison Officer
PTO	Programming and Training Officer

PTQ	Pre-Training Questionnaire
PVO	Private Volunteer Organization
QBR	Quarterly Budget Review
QTRS	Quarterly Trainee Request System
RA	Readjustment Allowance
RAU	Regional Assistance Unit
RD	Regional Director
RDD	Resource Development Division
RFP	Request For Proposal
RPCV	Returned Peace Corps Volunteer
RPSO	Regional Procurement Supplies Office
RSO	Regional Security Officer
SAV	Special Assignment Volunteer
SBD	Small Business Development
SCD	Service Computation Date
SED	Small Enterprise Development
SF-XXX	Standard Form Number XXX (as in SF-171)
SOW	Statement of Work
SPA	Small Project Assistance
SRPTC	Sub-Regional Programming & Training Coordinator
SSN	Social Security Number
STAU	Short Term Assistance Unit
TA	Task Analysis, Technical Assistance, or Travel Authorization
TCC	Temporary Continuation of Coverage
TCN	Third Country National
TCT	Third Country Training
TDY	Temporary Duty
TI	Trainee Input
TO	Training Officer or Travel Orders
TOT	Training of Trainers
TR	Trainee Requests
TSDU	Training and Staff Development Unit
TSP	Thrift Savings Plan
TSR	Training Status Report
UFR	Unfunded Request
USC	United States Code
UTR	Unfunded Trainee Request
USDO	U.S. Disbursing Office(r)
VAD	Volunteer Assignment Description
VRS	Volunteer Recruitment and Selection
VS	Volunteer Support
WID	Women in Development
WHO	World Health Organization

Glossary

Assignment Area (AA)	Description of the training, qualifications, and experience required for a specific Volunteer assignment. Also indicates a generic job title and code number for a Volunteer assignment.
Baseline Data	Data that describe the situation to be addressed by a project and serve as the starting point for measuring the performance of that project.
Benchmarks:	Activities or decision points that are critical to the achievement of objectives. Benchmarks should have time frames to help track progress towards meeting objectives.
Close of Service Conference	A planned event that marks the end of a Volunteer's service. Activities are planned to assist Volunteers in making the transition back to the United States and to receive Volunteer feedback on their assignments.
Community Members	The individuals who are the ultimate target of a project intervention and for whom the project is working to improve upon a basic life condition, i.e., food, shelter, health, employment, education, income - quality of life indicators, etc.
Community Partners	The individuals with whom Volunteers work in community settings, sometimes referred to as counterparts or service providers.
Competency	A particular skill, knowledge, attitude, or behavior required to perform a given task
Country Agreement	A legally binding document developed by the Peace Corps and the overseeing host-country governmental body responsible for overseeing Peace Corps activities. This document specifies Peace Corps program goals and activities.
Description of Work	Document that defines the goals of training and provides the following: general guidelines for trainer responsibilities, expected trainee competencies, number of instruction hours, course content, host-country officials to be used as resources for training, and country-specific requirements particular to the training.
Development Cooperation Agencies	Organizations involved in development efforts in the host country. These include large NGOs (CARE), bilateral organizations (USAID from the U.S. or DANIDA from Denmark), or multilateral organizations (UNICEF). These may or may not be stakeholders who have some involvement in a Peace Corps project. However, it is helpful to be aware of the activities of these agencies to better understand the development context in the host country and the most appropriate role for the Peace Corps.
Evaluation	Part of assessment, done at a particular point in time, such as in the middle or at the end of a project. It usually answers the questions: Did we do what we said we were going to do? and What are the results of our efforts?
Focus group	Data collection technique where a group of selected participants are guided in a discussion on a specific topic.

Host-country Agency Partners	Host-country government ministries and/or local non-governmental agencies (NGOs) that are co-designing, implementing, and assessing a project with Peace Corps. There may be one or more agency partners involved in a project in some role.
Indicator	A marker or characteristic that represents the achievement of an objective. Indicators need to be relevant to the situation, specific, measurable, and feasible.
In-Service Training	Training activities that take place in the Volunteer's assigned country during the period of service and meet a Volunteer's ongoing training needs: technical, linguistic, cross-cultural, health, and personal safety.
Integrated Planning and Budget System (IPBS)	An annual process that describes a Peace Corps post's program strategies and goals, including proposed new projects, a description of the year's programming and training events, and budget for the country program.
Interview	A data gathering technique in which a set of questions (structured or unstructured) are asked of an individual or a group of individuals.
Learning Objective	Learning Objectives describe what the trainee will be able to do as a result of training. Most learning objectives are made up of three parts: 1. Performance, the measurable or observable knowledge, attitude, skill or behavior the trainee learns, 2. The condition under which the learned knowledge, attitude, skill or behavior is observed, and 3. The standard of performance, or how well the trainee demonstrates the new knowledge, attitude, skill or behavior.
Memo of Understanding	When referring to programming, an MOU is a document that defines the terms of agreement between Peace Corps and a host-country agency regarding a collaborative project. The MOU, also called "Project Agreement", contains or refers to the project plan and defines the responsibilities of the Volunteers, Peace Corps staff, and the HCA.
Monitoring	Part of an ongoing assessment that answers the question: How are we doing? It provides information on the day-to-day functioning of the project.
Observation	A systematic data collection technique for watching people or events and recording what is seen.
Outcomes	The changes in project participants resulting from project activities. Outcomes may relate to changes in knowledge, skills, attitudes, values, behavior, conditions, or status.
Participatory Evaluation	Participatory evaluation involves project stakeholders in the different phases of an evaluation effort including planning and design, collecting and analyzing the data, and disseminating and using the results.
Program	Refers to all Volunteer activities within one country. For example, the entire Peace Corps operation in Ecuador is referred to as the Peace Corps program in Ecuador.

Project	All Volunteer activities related to a common purpose. The purpose is achieved by implementing a set of goals and objectives. For example, under the Health sector in Mali, there are two projects – one Water/Sanitation Project and one Maternal and Child Health project.
Project Agreement	A document which, although not legally binding, serves as a contract between the Peace Corps and host-country agency, clearly defining the purpose, goals, objectives and details of a project, as well as the responsibilities of each party. Also known as an Memo of Understanding (MOU) in some countries.
Project Agreement	The written agreement between the Peace Corps and a host-country agency that serves as a working document, defining why and how they will proceed with a project strategy and Volunteer assignments. It is compatible with Peace Corps programming criteria and host-country needs. The project plan is often incorporated into a project agreement or MOU that is jointly signed.
Project Criteria	Peace Corps priorities reflecting philosophy, needs, and resource availability that should be incorporated into each project. While each criterion need not be met in every project, each must be addressed.
Project Goal	A project goal statement should answer the question: What condition needs to occur to achieve the project's purpose?
Project Objective	Project objectives describe what activities will take place and the desired change that will occur because of those activities. Project objectives answer two questions: What major activities will Volunteers and their community partners do? What knowledge, skills, attitudes, or behaviors, are expected to change because of these activities? Project objectives should be measurable and time bound.
Project Participants	All of those involved, in one way or another, in the promotion, design, organization, implementation, evaluation and/or documentation of a project, to include community members, host-country agency partners, community partners, coworkers, and supervisors.
Project Plan	The written agreement between the Peace Corps and a host-country agency that serves as a working document, defining why and how they will proceed with a project strategy and Volunteer assignments. It is compatible with Peace Corps programming criteria, host-country priorities and community needs and resources, and consists of project background, project description including the project framework (project purpose, goals and objectives), monitoring and evaluation plan, and project management. The project plan is often incorporated into a project agreement or memo of understanding that is jointly signed.
Project Purpose	A project purpose statement that answers the question: What is the broad desired improvement in people's lives that will result from this project? The statement should be brief and visionary and explain why the project is being implemented.
Qualitative data	Pieces of information in the form of words, usually quotes and a description that answers questions about "why" and "how."

Quantitative data	Pieces of information in the form of numbers that answers questions about "what" and "how many."
Quarterly Trainee Request System	A process by which posts, four times a year, project the numbers and types of Volunteers needed for the country projects.
Questionnaire	A written document consisting of questions that individuals are asked to complete, either by themselves or with the data collector.
Sector	Refers to all activities related within one content area. Peace Corps activities are usually classified according to the following sectors: Agriculture, Business Development, Education, Environment, Health, and Youth Development.
Stakeholder	Individuals or groups of individuals who either affect or are effected by a project. In a Peace Corps project, this typically includes Volunteers, community partners, community members, supervisors, host-country agency partners, programming and other post staff, and Peace Corps headquarters staff.
Statement of Work (SOW)	Part of the contractual document that outlines the responsibilities of a person performing a Personal Services Contract (PSC) or an organization performing under a non-Personal Services Contract. The SOW is included in the Request for Proposal (RFP) provided to contractors who wish to bid for a training program or other Peace Corps contract.
Supervisor	A person within a government agency or non-governmental organization (NGO) in charge of a particular department or unit to which Volunteers are assigned.
Task Analysis	An examination of project objectives to determine the discrete activities that a Volunteer must be trained to perform in order to accomplish the objective.
Task, Project	Activities that Volunteers perform to meet the project's goals and objectives.
Training Goal	A training goal describes the broad desired results of a training event.
Training of Trainers (TOT)	A program to prepare training staff for their duties. The TOT is attended by the Training Manager, coordinators, language instructors and other instructors, and support staff as determined by the Training Manager.
Volunteer Assignment	A set of responsibilities to be undertaken by one or more Volunteers working on a project. For example, the Health project in Ecuador has two Volunteer assignments: 1) an assignment which includes activities requiring the skill of a person with a degree in health, and 2) an assignment which includes activities requiring the skills of a person who has a background and an expressed interest in community extension work in health.

Volunteer Assignment Description (VAD)	The document outlining the responsibilities, activities, work objectives, cross-cultural expectations, living conditions, entry skills, and other competencies required for a given Peace Corps Volunteer assignment. It is used by placement officers to select and place future Volunteers, and to inform those invited to become Volunteers about the assignment they are being offered.

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